DOCUMENT RESUME

ED 299 230 SP 030 596

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TITLE Preservice Programs in the Secondary Schools for Beginning Teachers: Working with the High-Risk Marginal High School Students--Perils and Prospects.
PUB DATE [88]
NOTE 36p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College School Cooperation; *Dropout Prevention; Higher Education; High Schools; *High School Students; Institutional Characteristics; Minority Groups; Program Development; Student Characteristics; *Student Teachers; Teaching Experience; *Tutoring

ABSTRACT

A description is given of a program developed to offer first semester student teachers the opportunity to become intensely involved with adolescents through a tutorial program on a high school campus. The object was to enable student teachers to become familiar with adolescent social and learning problems, particularly those of students from lower socioeconomic and minority backgrounds. It also was intended to provide them with some limited teaching experiences through a tutorial which would help illustrate the teaching and learning theories taught in their university classrooms. The program also sought to assist high schools by offering them help through tutorials for remediating high school students, many of whom were minority, with the subsequent result of helping to reduce the high dropout rate in the schools. Appendices include excerpts from the journals of participating student teachers, a questionnaire used in evaluating the program, and a bibliography of writings on dropout prevention. (JD)

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PRESERVICE PROGRAMS IN THE SECONDARY SCHOOLS FOR BEGINNING TEACHERS: WORKING WITH THE HIGH-RISK MARGINAL HIGH SCHOOL STUDENTS--PERILS AND PROSPECTS

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Preservice Programs in the Secondary Schools for Beginning Teachers: Working with the High Risk Marginal High School Students--Perils and Prospects

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The old English proverb that" the road to hell is paved with good intentions" might be somewhat of an exaggeration to describe the implementation of a program, for certainly intentions are good when a university cooperates with a school district to establish a tutorial program for high risk marginal high school students. And if the process is not exactly "hellish" it certainly can be a headache, fraught with perils unless attention is paid to the human relations component in the school in regard to administrative and teaching personnel, and to the experiences of green, student teachers, and the high school students being served.

What will be described below was an attempt to accomplish two goals:

First: To offer first semester student teachers the opportunity to become intensely involved with adolescents through a tutorial program on a high school campus. The object was to enable student teachers to become familiar with adolescent social and learning problems, particularly those from lower SES and minority backgrounds, and to provide them with some limited teaching experiences through a tutorial which would help illustrate the teaching and learning theories taught in the University classrooms.

Second: To assist the high schools by offering the schools help through tutorials for remediating high school students, many of whom were minority, with the subsequent result of helping to reduce the high drop out rate in the schools.

Preservice Program: Description

Most of the entering, beginning student teachers in our program have a limited life experience in regard to children of lower socioeconomic status and children from ethnic minorities, i.e., the high-risk potential dropout, middle or high school student. The credential requirement provides for a multicultural experience which is given in the second or third semester of our three semester program when student teachers have actually begun teaching in the classroom. Student teachers' journals, readings in the literature regarding teacher preparation, and readings regarding high school dropouts seem to indicate that the lack of direct, continuous experience of our student teachers with such high risk adolescents in the first semester may adversely affect their practice teaching in the second and third semesters. They often times are not prepared for the large proportion of high-risk and/or marginal youth in their classrooms. (See bibliography AERA research 1987)

In order to address this problem and give the high schools assistance with these high risk youth, the writer established in the fall of 1986 an alternative first semester program with the local school district wherein student teachers in the first semester were assigned specific high risk adolescents to tutor on a continual basis. In our traditional teacher training program, beginning teachers are usually assigned to two observation and participation experiences during the first semester: one in a middle

school and the other in a high school. The traditional program offered the student teacher an opportunity to observe many classes within the public schools and thus to experience a wide variety of teaching practices in the classroom. The traditional program, however, did not provide an intensive interaction with adolescents, but did provide the necessary credential requirements for a first semester. On the other hand it was hoped that the alternative tutorial program would provide direct, continual experiences with adolescents, particularly those from lower SES and minority groups as well as the opportunity to visit other classrooms and observe the variety of teaching styles and methods.

An alternative first semester student teacher placement was developed with two high schools. Student teachers elected to work in this program. In addition they were part of a seminar class at the university which met once a week to discuss particular problems experienced in the classroom and to relate such problems to the theory being taught in their courses and to other readings relating to the particular problem presented. In high school A, student teachers from all subject areas were assigned to work in remedial reading classrooms with low achieving ninth grade students, most of whom were ethnic minority. In high school B, student teachers were assigned to specific high-risk adolescents who were not succeeding in classrooms of their subject major. Each school accepted from fifteen to twenty student teachers on campus. Student teachers worked four hours per week in the high schools on alternate days in order for them to attend classes on the university campus. Consequently, there were three groups of students per week: a Monday/Wednesday group, and a Tuesday/Thursday group who would spend two hours in the classrooms, and a third group, who, because of their outside work schedule, elected to come to the schools for four hours on Friday. The high school students, therefore, had the opportunity to work with three beginning teachers during a semester. To provide continuity for the high school student, it was necessary to establish a procedure of communication for each group of student teacher tutors. The seminar provided the arena for student teachers to discuss with each other their particular high school students with whom they worked and other problems as they arose with the writer who was also their professor facilitating the discussion.

Description of the High Schools

High School A and B elected to have our pre service student teachers work on campus as tutors. Each were familiar with our teacher training program and had second and third semester student teachers teaching in the classrooms.

High School A had a large minority population of Black and Hispanic students from a predominantly low SES community. The principal was very enthusiastic about our program and offered full cooperation. Students teachers were invited to the opening faculty meeting and were immediately treated as working professionals. Since many of the teachers had well over twenty years of experience, these young student teachers were given every courtesy and allowed permission to visit other classrooms on short notice.

All was not rosy, however, as many of these teachers had not upgraded their skills and were having an increasingly difficult time dealing with the variety of nonacademic problems presented on campus, such as drugs, gangs, and the variety of social problems that children from low SES confront every day and present to teachers. These young, enthusiastic beginning student teachers, reading the most recent in curriculum and instructional theory, were, quite naturally, surprised when placed with entering ninth grade remedial reading high school students to observe the degree of basic skill deficiency of these high risk youth and the inadequate teaching practices performed by some of the classroom teachers which the student teachers recognized as neither appropriate nor acceptable. (This will be discussed in greater length under the description of the classroom teacher).

High School B was a socially divided high school. It was situated in an upper middle class neighborhood with three quarters of the student body from an upper middle class SES, including a large population of Asian students, and one quarter from a low SES community which was largely Black. The vice principal had called the university asking for help since many of these lower SES students were failing and teachers seemed unable to cope with the accompanying behavior problems. The assistant principal's office was filled with students who had been referred out of class because

they were doing poorly in class and, consequently, were disruptive. Teachers seemed routinely to solve the problem by referrals to this assistant principal's office. In addition, several weeks before the student teachers were to begin, a newspaper article appeared questioning the high failure rate of minority students in a high school which was reputed to be one of the most academically excellent in the district. Consequently, the morale of teachers decreased rapidly as parent groups became critical of the teaching practices. Many teachers now refused to accept student teachers as a response to the notoriety. The writer was asked to meet with the faculty at the first meeting of the semester to carefully explain how our students could assist teachers in the classroom. Fortunately, we were able to place all the student teachers.

It was not an auspicious beginning; however, those of us familiar with the beginning of any educational semester, be it high school or college, understand that the reality of life will often intrude upon the most efficient plans and procedures. It becomes doubly exacerbated when two disparate institutions attempt to coordinate a progam, especially when trying to establishing good communication channels in order to dispel rumors and incorrect information. One must always keep in mind the good intentions and take metaphorical aspirins for the headaches.

Description of classroom teachers and management

In high school A, all student teachers were placed in a ninth grade remedial reading class regardless of their subject major. This arrangement was requested by the school since a large proportion of entering Freshman were in the twenty-fifth percentile. We agreed to do so for such a placement would provide an opportunity for our student teachers to learn some pedagogy regarding reading and study skills in the university seminar and to practice such skills in the tutorial. Ordinarily our reading course is offered the second semester when student teachers are working as classroom teachers, and they may not have the opportunity to practice such skills, particularly if their subject major does not require reading, such as the fine arts and math majors. The university seminar offered an arena for

student teachers to discuss the effectiveness of such skills and any other problems which occurred in the high school classroom.

The classroom teachers were primarily English teachers with ten to twenty years experience in the classroom. Many of them, however, had not taken a formal reading theory course and the instructional format was predominately individualized instruction utilizing workbooks. Since the classes had a minimum of twenty-five to thirty students, one of the teacher's management style was simply to keep students on task without reviewing the corrected student work. The teacher saw her main task as primarily keeping these students on task in a quiet setting and keeping disruptive behavior to a minimum. What ensued, of course, was a series of conflicts for our student teachers who realized that such pedagogy was very weak, indeed, and contrary to what they had been reading about learning theory and the teaching of reading. A dilemma followed: student teachers became more and more critical of the classroom teacher's practices, but were reluctant to voice such criticism directly to the teacher and resorted to inúdendo. The classroom teacher, on the other hand, felt indirectly some of the hostility of the student teachers as they increasingly began to ask questions regarding her teaching practices. Her defense mechanism was to attribute such questioning to their "greenness and inexperienced idealism." She felt they were making judgements before the semester had been completed. This situation occurred about half way into the semester.

In order to reduce this continuing conflict, the student teachers and the writer developed a strategy which we believed would promote good human relations between them and and classroom teacher and, also, help to improve the reading of the high school students they were tutoring. Since beginning student teachers, especially during the first few weeks in a high school classroom, are usually somewhat intimidated by an experienced classroom teacher and are reluctant to take initiative, they often will wait passively to be told what do to assist the classroom teacher. This reluctance diminishes as student teachers become more confident as their knowledge increases regarding good pedagogy, and they have more experience in the classroom. The student teachers were now at this stage of development: they had increased confidence in their ability to work with these high school students and appeared ready to take the initiative. Rather than continue to

criticize the classroom teacher, with the assistance of the writer, they devised a series of instructional plans, proposed them to the classroom teacher, accepted her suggestions for revision, and then began to actively take over the class and implement new tutorial strategies. This taking over the classroom usually would not have occurred in the traditional first semester teacher training program, but in the second semester.

The result of this strategy proved very beneficial for all concerned. First, conflicts between the student teachers and the classroom teacher were diminished as the teacher allowed the student teachers to assume more responsibility for developing and implementing instruction. Second, student teachers' confidence increased as they worked with the high school students and saw appreciable improvement. Third, the high school students received better instruction, saw improvement in their classroom work, and increased their reading scores. Fourth, in an indirect manner, the classroom teacher began to see the effectiveness of these new strategies and began to incorporate some of them into her/his own teaching practice.

In high school B the situation regarding human relations became acute between student teachers, the classroom teacher, and administrative staff and was not easily remedied. As noted above, the unfortunate newspaper article regarding the high failure rate of minority students was perceived by the teachers as a direct criticism of their teaching by administration. The newspaper account was derived from the vice principal's report which had been given to the district office and the school board. The writer does not know who give the report to the local paper or why, however, the classroom teachers perceived the report as an administrative criticism and responded by refusing to cooperate with nonmandatory requests by the administrative staff, including accepting beginning student teachers who would have assisted them in their classrooms. All of this occurred two weeks before the student teachers were to be placed and it would have been very difficult to place these students in another school. After conferring with the administrative staff, it was decided to go ahead and to carefully monitor the situation whenever possible. The writer attended the first faculty meeting of the semester,

explained the program to the teachers, and was able to enlist sufficient classroom teachers to accept these beginning teachers.
The student teachers were told in the university seminar about the climate of the school and were thus somewhat prepared when they arrived on the campus.

Student teachers were placed in classes of their subject major to work with remedial students. The manner in which these student teachers were integrated into the classroom determined to a certain extent the success of the tutorial; for example, some teachers never formally introduced the student teacher to the classroom. The student teacher appeared one day and sat down in class waiting to be told what to do, consequently, high school students were unsure as to why these student teachers were there in the first place. As a result, the student teachers were reluctant to approach high school students directly and assist them until the classroom teacher directed them. High school students perceived the relationship between the classroom teacher and the student teacher as similiar to themselves, one of subordination, and, therefore, were not confident in the student teacher's ability to teach them and often times refused their assistance.

In other classrooms, student teachers were formally introduced to the high school students who were also told that they would be assisting those who were having difficulties in understanding the material. High school students interpreted this introduction as help for the "dummies" and refused to work with the student teachers so as not to be identified as a remediating or failing student. It took, therefore, many weeks into the semester before the student teachers were able to rectify the situation and and begin to tutor the remediating high school students. And during those weeks student teachers simply observed passively while actively discussing the teaching pedagogy in the university seminar. The teaching they were observing was in direct conflict with many of teaching theories being learned. Student teachers ' questions became more astute and penetrating, their idealism became somewhat tempered, and a sense of discouragement began to appear as the reality of the day-to-day life of the classroom teacher became apparent.

In order to prevent the situation from deteriorating, the writer visited all the teachers involved, reviewed and reminded the teachers of what could be expected from these new beginning student teachers who had not yet completed their first semester of formal course work which included learning theory and lesson planning. Again, the suggestion was offered to allow the student teachers to prepare individualized tutorial materials for the high school students and to be held responsible for those students. Most teachers agreed and were grateful for the help now that the student teacher's role had been reclarified.

Description of the Student Teachers

As was noted earlier, all student teachers elected to take this alternative first semester tutorial program. At the beginning of the semester students were given basic information regarding the high school selected, such as the demographics, school regulations, and some general description of the teaching and administrative staff. When they arrived at the high school the assistant principal oriented them to the campus and assigned them to the classroom teacher. Although students met as a group once a week for their university seminar, they did not always have an opportunity,nor did they make arrangments to meet and discuss particular problems outside of the seminar. Sometimes they went directly to the vice principal to discuss a certain high school student or some conflict with the teacher, but for the most part they remained subordinate to the classroom teacher.

Student teachers did, however, keep a journal of their experiences which were read by the writer twice during the semester. (Excerpts from some of those journals can be found in the Appendix A) What is of particular note in these samples is the" rite of passage" for each one of these student teachers. They begin with high idealization of the profession and a somewhat idealized concept of the adolescent. There is a general feeling of diffidence when they enter a high school classroom which slowly evaporates as the reality of the experience replaces the idealization. Since many student teachers when entering the program have a self image as a student, there is the adjustment of beginning to see themselves as

teachers. In addition, many of them have not been with adolescents since their own high school days and usually are suprised at the youth of adolescents, recalling their own adolescence and the memory of greater maturity. Sometimes there is a strong identification with the adolescent before the necessary distancing takes place and the student teacher begins to see her/himself as a teaching professional.

Evaluating the Goals of the Program:

At the end of each semester for the past three semesters a questionnaire was given to each student in both the regular program and this alternative tutorial program in order to assess whether this program was fulfilling its intended goals as noted above of providing some intense teaching experience with adolescents, becoming familiar with adolescent social and learning problems, especially those adolescents from low SES and minority backgrounds, and being able to relate pedagogical theory with the actual practice of teaching.(See Appendix for an example of the questionnaire). The questions covered five major areas: student teachers' social growth as teachers, the quality of their multicultural experience, the relationship of the tutorial to the university program, i.e, the relating of theory to practice, and their reaction to their high school placement, and high school classroom instruction.

It was not possible at that time to assess the success of the program in regard to improving the learning of the high risk student and to decrease the drop out rate. (We hope to begin such a study in the fall of 1988.

Before the summary is given, however, in regard to our student teachers, it should be noted that this is an exploratory study and certainly not definitive. Our goal is to improve student teacher preparation by enabling student teachers to work effectively with the wide variety of adolescents they will meet in their classrooms, particularly those whose lifestyles and values may differ from their own. We believed that working individually with these high school students as tutors would, perhaps, dispel

mistaken notions regarding minority adolescents and help the student teacher develop a variety of learning prototypes and teaching strategies for themselves which would be useful when they took over a class during the second semester. The hope was to reduce anxiety for beginning teachers while at the same time to help the schools tackle their droput out problem whose numbers were increasing. The mistakes we have made and the lessons learned may, perhaps, provide a springboard for other teacher preparation programs to work more effectively with the high schools in assisting them with their high risk population and to direct additional research into these areas of human relations.

Summary

As stated above, we hope to be able to begin a study regarding the effect of this tutoring program on improving the learning of high risk high school students and reducing the drop out rate.

The results of our evaluation regarding our student teachers were not as significant as we expected. In terms of social growth of our students, both the traditional teacher training program and our special tutorial program showed significant responses in regard to to their self concept as a practicing professional. Neither saw themseves yet as teaching professionals.(See question No. 14.) Perhaps it is unrealistic to expect student teachers to have more confidence after only one semester. However there was significant, positive response by those student teachers involved in the tutorial both in being able to work with these high risk adolescents and to their multicultural experience.(Questions 10, 11 18).

Final Comments and Recommendations:

When any new program is begun there are always perils. In this instance, in spite of the fact that careful plans were made with the schools to integrate these first semester beginning teachers into the high school program and to provide at the university the necessary procedures to provide such integration, unexpected events occurred, procedures went awry, and the vicissitudes of life intruded. The small but important details of human relations were overlooked and these details could have defeated what was otherwise an important endeavor.

The concern regarding the dropout rate of high school students floods the literature. (See atttached Bibliography). Pre service beginning teachers offer a very valuable resource for school districts who are trying a variety of methods to address this national problem. But having additional teacher power is insufficent without also providing on-going monitoring of such a program. For if conflicts occur and they are not addressed within a relatively short time, the very program can be defeated. The central concern of the program from the perspective of the school district is to assist remediating high school students and to decrease the dropout rate. To this extent the program may well be doing its job, but the central task can become lost in the human relations conflict, and thus an entire program can be characterized as ineffectual and, perhaps, dismantled when, in fact, it was merely a peripheral but intense human relations situation which with time and tact could be corrected as noted above.

Recent literature indicates the desire for many cooperative ventures between the university and local school districts. Creating such a cooperative in the hopes of both providing a service to the district and the opportunity to enlarge and improve teacher training can also contain some unanticipated perils, such as the conflicts described earlier. Student teachers may experience discouragement with the system too early in their academic program when they do not have sufficent methodological tools or evaluation or assessment models to correctly judge a situation in a classroom; consequently, they may make too hasty or harsh judgments which are not

totally correct. Some of our student teachers have made such judgements and become disaffected and left the program. It is possible that they may have not left the program if they had been in a traditional teaching program. One can make the argument that perhaps it is better that such an experience occurred early in their training rather than later or after several years of teaching. There is no easy answer or solution as to how much responsibility student teachers are capable of assuming in the beginning of teacher training. What is known; however, is that the dropout problem is acute. Student teachers prior to assuming the role as the classroom teacher can certainly provide much needed tutorial instruction for these at-risk students and learn much from these students in regard to adolescent development, social and learning models, and the day to day human relations interaction--which, perhaps, may be the most important learning. It is up to those of us who believe in the importance of providing cooperative models with public schools to improve our programs through continued research, good communication, and the careful monitoring of all who are involved.

APPENDICES

Appendix A Excerpts from Student Teacher Journals

Appendix B Questionnaire

Appendix C Bibliography

APPENDIX A

STUDENT A: Female business major, twenty-five years of age

2/16/87: I spent an hour after B's orientation walking around campus becoming familiar with my new surroundings, diminishing my fears, feeling a school atmosphere again, and listening, seeing, wondering about the wonderful individuals called "students." The pride at A is almost contagious. Signs around school indicated 92%, the expected level of student attendance this week. The campus itself is immaculately clean for a high school campus. Students' achievements are posted on walls and in trophy cases in the administration area. Role models in the form of campus aides greet students by name, asking quick personal questions and waiting . . . yes, waiting for an answer. And yes, the students respond. Some with waves, polite "Hello, Ms. W," others with answers to questions. Pride, role models, high expectations all eminating from a school with a 70% minority population and 40% on welfare . . . I think I'm going to learn a lot!

2/18: Worked one-on-one with a student by the name of C, reviewing a story we had just read as a group. I was surprised at how easy C would forget a point we had just gone over, but later in a friendly discussion he could repeat back to me the entire Sacramento Kings basketball schedule for the past week and Michael Jordan's current statistics. I guess the main job of a teacher is to compete with everything else out there in the world for the student's attention. In teaching just for the talented, those who can make games and excitement out of even the most mundane sorts of things? I'm not talented in that respect, but I do know I have much to offer.

Third period Ms. S took me to a student production of "Let No Man Bring You Down (So Low)" about Martin Luther King in celebration of Black History Week. I want to see it again! It absolutely blew me away at the level of talent displayed by the students in their various roles.

I'm learning . . . not only about School A from the play or being a teacher from Ms. S, but I'm learning about culture and students and who they are. Ms. S addresses her students as Miss or Mr. She says things once and expects prompt action. The students respond and they treat her with respect.

Students grouped together in the assembly hall were just a tad bit different in their behavior. It was a three-ring circus. The energy level was amazing. The students were spending a great deal of time during the play discussing preparations for attending the basketball game that evening. Big questions, yet all the same--Who was going with who? When and where students would be meeting? What were students wearing? So important, so very important nothing else seemed to matter. So very important to make the right impression with the right people. I don't remember being like that. It's so interesting to see how terribly important impressions and acceptance are to students. Maybe that's why teachers who respect students . . . with their words, actions, and expectations . . . are the exceptional teachers. Respect . . . I think I like that idea.

2/25: After receiving a "D" in Mr. J's Spanish 2 class my sophomore year, I must admit I do much better observing a good teacher than being a good student. L was great at keeping kids on task. She told me the best thing to do is get the kids on task as soon as they come because if the first 10 minutes are lost, the whole class time will be spent in trying to get them on task.

Important principle for keeping students on task--use a variety of teaching methods! And show the students you expect the best from them.

As students were coming up for their oral quizzes, L would spend a moment with each one talking about a personal accompishment in sports or work, praising them on better performance, or questioning a drop in performance. She cares about her teaching and the students.

A college course in high school is where I'm sitting now. This school is special. This class is very unique. The students want to be in this class. They want to learn. They want to go to college. And they know they will succeed. So what are the results of that? No discipline problems. Greater individual responsibility for the students. Less competition in class among students. More cooperation to understand concepts. More freedom for student and teacher alike . . . A wonderful classroom envirionment. I don't want it for me. For me, it feels too much like a college class. For me, there is no challenge here. For me, it feels too much like a college class. For me, there is no challenge here. For me . . . I'll take the regular classroom, the regular students, the regular problems. That, for me, is where the challenge lies. I want to create my own classroom, to solve and prevent my own problems, to find uniqueness in my students.

4/20: As I walked into typing class today, I knew I was home. There it was! Music to my ears. Productive noise . . . But I didn't want to see what I saw. I wanted to see learning. I wanted to see enthusiasm, I wanted to see "If you hook 'em, you grab 'em style of teaching. Instead, I didn't see learning. I saw only production.

Today in Ms. S's class I got angry. I kept it inside, but I still got angry. I asked F how his job hunting was coming along. We'd been talking about it for the last couple of weeks. He got a job--yeah! A job as a busboy at International House of Pancakes. I congratulated him--I patted him on the back--I would have done a backflip for him if I wasn't afraid of breaking my neck. Yeah, this is what it's all about--watching a student succeed and grow in front of your eyes. Sometimes they'll fail, sure. But so will they stretch. I said I bet his mom was proud of him (F lives with his mom and younger brother). F told me she didn't know yet because he'd only gotten the job Saturday and his mother hadn't come home yet. Hadn't come home yet. That's when I got angry . . . I want to see him have support and encouragement. I don't want it to be this way. It just doesn't seem fair.

But wait. I wasn't seeing! My anger kept me from seeing. You know, you gotta love that guy. He's teaching me so much. You see, he came to school today! Seems simple, huh? Yeah, he came to school today. Nobody pushed him. Nobody brought him. Nobody made him. Something inside him made him come. It was all him today. I'd like to hope he came out of a wantingness to learn. But, in all honesty, I don't care why he came to school today. How many other unknown heroes came to school because . . . ? So I learned again today. I learned when I get angry, I limit myself. I see only part. I don't see the whole. And as a teacher, I want to teach reasons for coming to school. No, I'm not an activity director. I'm not a camp counselor. But you gotta love happy campers--I want to build a thirst for learning in my students. I want them to have reasons. Anything is possible. You just have to keep seeing the whole instead of limiting yourself to just a part.

APPENDIX A

STUDENT B: Math major, twenty-seven years of age

After class the instructor expresses interest in the magazines brought to class by the students. She wondered how an Hispanic family, especially the females would react to a woman's weight lifting magazine.

In this classroom curtains separate another class and we can hear what is going on in the other classroom. The students are interviewing me for their journalism class. They can't believe I want to be a teacher. They keep asking me why I would want to be a teacher. Teaching is not regarded very highly among these students.

11:30: I needed coffee and went to where all the high school students hang out: Wendy's across the street from campus. Here in the hangout I don't think anyone realizes I'm not a high school student. Here I am twenty-seven years old and I'm reliving my adolescence. I see two of my students who have cut the remedial reading class. I will have to notify the teacher and they will be "busted." The girls are talking about going to their boyfriend's houses. School is not discussed. I see another student from remedial reading who has cut class reading at the table. She is reading Jet magazine. In class she does not read the required text. She is also smiling which is unusual. She has a nice smile.

Back on campus I told two boys who tried to cut class when I was taking attendance that I knew what they were doing. They smiled sheepishly. I told them "I wrote the book on excuses when I was in high school." I told them that it took me seven years to complete college because of all the "goofing off" I did in high school. Seven years seemed a long time to these students. They were surprised to know that I was twenty-seven, a single mother of a three year old, and a high school math teacher--I hope.

It's strange to see how easily female and male students interact. When I was in high school, I was scared to death to be in the same room, let alone sit with a group of boys. These students seem more mature in that respect than I was at their age.

At the school Blacks mix with Blacks, Hispanics mix with Hispanics. Asians seem isolated or ostracized by the rest of the groups. There has been expressed prejudice in the classrooms. I think it is because the Asian students work harder and are more attentive. This is not acceptable behavior among their peers. It seems to further isolate them--too bad. But I hope the Asian strong cultural background gets them through with the teachers. But again this isolates them because they have a tendency to be the teachers' favorite students. Again, an unacceptable role for their peers.

There has been expressed prejudice in the classroom. Instructors react immediately to this.

APPENDIX A

STUDENT C: Female English major, thirty-five years of age

10/7: Today went much better, inside of me anyway. I am feeling more comfortable in class with the student. At first, I really was intimidated. (I hope not to be desensitizing myself though, but I know a certain amount of desensitizing is needed because, well, a person can only do so much and a teacher is expected to do so much.) At a minimum we babysit to make sure everyone is safe and is taken care of if ill (which sounds terrible, but school seems to be that in some ways).

Mrs. S was very firm at the beginning of class today with the students, even though it is expected to be a little noisy and chaotic at the beginning of class. I think she reminded them that if they did not work ,they would be given detention, and that we, tutors and teacher, were not there to babysit. They all seemed to work pretty well, and this was due to the fact that she was more firm, or else they are settling into their contracts better.

I moved around a lot again and got them on task. I have tried to change my approach a little (not smiling anymore, and not feeling so overwhelmed by their energy); I am firm with them. One student gave the appearance that she was on task but wasn't--she didn't complete anything all period. I approached her two or three times and the first couple of times she said she just felt dreamy today. I let it go at first, and then I reminded her to try to get one thing done. She said okay, and again, made it look like she was working and did two problems. Then, the whole class started getting restless, as it was the last ten minutes of class.

10/7: I am having a difficult time figuring out how to approach this girl who sits all period. She appears very shy with adults, (like I was at her age) she is not getting much done. I moved and sat next to her for a bit. She moved and did one more problem, but then began talking to another student.

What would I respond to if I were her?

I think she needs to be confronted and worked with. It will probably take awhile to get comfortable. (I am not comfortable either.) By confronting I mean sitting with her for a period of time and telling her I have observed that she is working very slowly--no not that. Tell her that she is not really working and work on a couple of things with her, showing her how to approach it, leading her through several problems everyday. What is uncomfortable is that she knows what we want, and she will do what you say for one minute, and then stops; and she seems so uncomfortable.

Well, I asked her about the voting process for school princess. She gave only a yes or no answer. Maybe my questions could be more inclusive.

After class we all talked to Mrs. S. She loved the handbook and said she called Mrs. K to get a copy. But she pointed out the importance of getting the students on task individually at first so they will become more self-governing. Then we will move into other types of approaches, either groups with a student teacher, or free reading. So we will wait until they are ready. I think this is an excellent point, one that could be employed in every class. In fact, I adjust my idea for a lesson plan around that already.

I was to meet in Mr. C's class today with him but he wasn't there. There was a sub again. I really felt she was only babysitting there, I guess because she was a sub and didn't plan the activity. My week was blown for a second class to observe.

APPENDIX B-

To assess whether beginning teachers felt this special placement was useful to them, a questionnaire was submitted at the end of the first semester. The questions covered the following aspects of the program:

A. Social Growth

Questions 2, 13, 14, 15

B. Multicultural Experience

Questions 17, 18

C. Relationship to the Program

Questions 8, 9

D. Placement in the Schools

Questions 3, 11, 12

E. Relationship to Classroom Instruction

Questions 1, 7, 16, 19, 20

The results of this questionnaire revealed the following:

APPENDIX B

PHASE I PUBLIC SCHOOL PLACEMENT EVALUATION

Check One: My assignment was ___ primarily High School A or B tutorial classes

___ one quarter junior high and one quarter senior high
___ other (describe) _____

1. Because of your placement in the classroom you are now able to see that your university coursework has direct use for classroom teaching.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

2. Because of your placement you now feel confident to work with adolescents.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

3. Because of your placement you now look forward to your Phase II responsibility for one class.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

4. Because of your placement you were more able to determine your preference for teaching in Phase III at the junior high or the senior high level.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

5. Your placement enabled you to observe continuous classroom teaching by one experienced teacher.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

6. Your placement also provided observation in more than one classroom.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

7. Your placement provided you with understanding of school organization.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

8. Your placement provided you with opportunities to question and/or share observations with a classroom teacher.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

9. Your placement provided you with practical classroom observation.

   Strongly Agree Agree No Comment Disagree Strongly Disagree

10. Your placement provided you direct, continuous involvement with at least one student.

    Strongly Agree Agree No Comment Disagree Strongly Disagree

11. Your placement provided you with at least one opportunity to present a lesson to a class.

Strongly Agree Agree No Comment Disagree Strongly Disagree

12. Your placement provided you the chance to experience outside-class activities with students.

Strongly Agree Agree No Comment Disagree Strongly Disagree

13. Your placement helped you to see yourself as a teacher.

Strongly Agree Agree No Comment Disagree Strongly Disagree

14. Because of your placement you now see yourself more as a beginning teacher than as a university student.

Strongly Agree Agree No Comment Disagree Strongly Disagree

15. Because of your placement you feel more like a practicing professional in your subject area.

Strongly Agree Agree No Comment Disagree Strongly Disagree

16. Your placement helped you to discern good teaching practices from weak ones.

Strongly Agree Agree No Comment Disagree Strongly Disagree

17. Your placement helped you become aware of other value systems operating in the classroom besides your own.

Strongly Agree Agree No Comment Disagree Strongly Disagree

18. Because of your placement you realize that you must increase your social sensitivities to ethnic and cultural groups.

Strongly Agree Agree No Comment Disagree Strongly Disagree

19. Because of your placement you now realize that you need to develop a variety of curriculum for diverse learners.

Strongly Agree Agree No Comment Disagree Strongly Disagree

20. Because of your placement you now realize the importance of classroom management.

Strongly Agree Agree No Comment Disagree Strongly Disagre

APPENDIX C

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